



2024

# Impact Report & Future Delivery Framework



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# What is wish?

## The Headlines

WISH is a 21-month leadership programme designed to equip women coaches to succeed in gaining roles at elite coaching levels within their sports. This includes Olympic, World championship and continental team representation.

The WISH leadership programme was originally developed to target support for Recommendation 6 from the IOC Gender Equality Review Report (March 2018), which states, as an action, to encourage:

***'Balanced gender representation for coaches selected to participate at the Games.'***

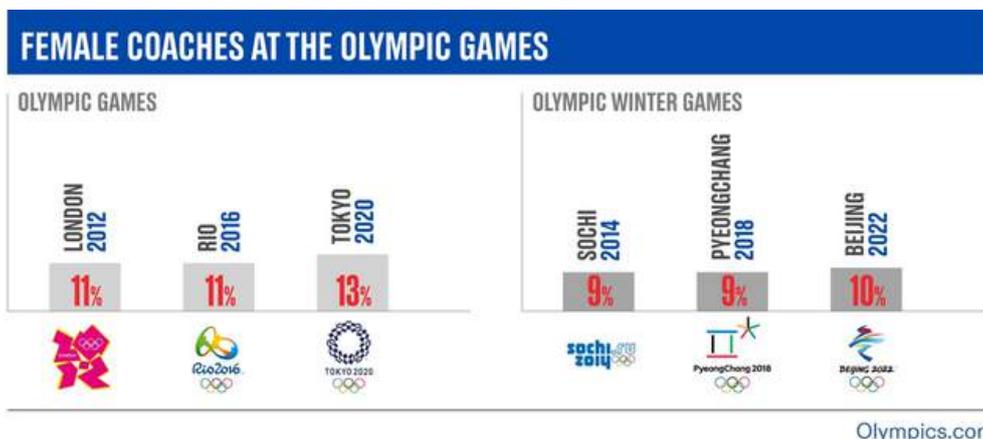
The IOC updated their gender equality and inclusion objectives in 2021 and the WISH programme continues to focus on supporting the ambition stated in objective 15:

***'Taking into account that women represent 10 per cent of coaches at the Olympic Games, the IOC to coordinate the development of an action plan in collaboration with IFs and NOCs, for more women to be eligible and selected to participate in World Championships and the Olympic Games'.***

To date, 123 women coaches from 22 sports and 60 countries have participated in the WISH programme. Individuals were nominated by their International Federations as women with the potential to achieve coaching success at the highest levels in their respective sports.

## Why is WISH needed?

Despite obvious improvements in gender equity and representation at athlete level, with Paris 2024 predicted to be the first Olympic Games to witness equal representation of men and women competitors; significant work is still required to address the gender imbalances within coaching and leadership roles in sport within, and beyond, the Olympic movement. The graphic below highlights the low percentages of women coaches (<13%) at the last three Games - both summer and winter.



This is just one example of why the WISH programme exists - to directly address and shift the seismic gender gaps that still exist globally throughout the world of sport.

# WISH Values



WISH is a values driven programme, with eight carefully crafted values directing every aspect of the approach. These values inform how the programme is curated, facilitated and reviewed, and provide a clear point of reference for every development and delivery decision.

The values are shared with coaches, facilitators and mentors from the beginning, and everyone is encouraged to bring the values to life through their actions. Whilst the methods and tools of delivery used across the WISH programme may vary, these eight values remain steadfast and unwavering. This is what matters to all those involved in WISH and is what every WISH programme is built upon.

<b>Caring</b>		Concern and interest in each coach and their individual circumstances
<b>Altruistic</b>		Unselfish and selfless approach
<b>Passionate</b>		100% belief in gender equality
<b>Inclusive</b>		Ensuring coaches from diverse backgrounds are welcomed and valued for the perspectives they bring and that WISH is accessible to them
<b>Empowering</b>		Developing strengths and confidence in coaches
<b>Sharing</b>		Open source principle for all resources
<b>Collaborative</b>		Working together to achieve outcomes and develop learning
<b>Randomness</b>		Play, creativity and having fun help in recognising the importance of different perspectives

# Key Objectives

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Through a unique combination of an intensive residential week, online programme, mentor & peer support, the WISH programme supports coaches to:

- 1** Further develop leadership competencies and behaviours – consolidate personal leadership style by empowering individuals to become authentic leaders who are able to navigate the challenges that are part of coaching at a high performance level.
- 2** Develop confidence – supporting coaches to identify strengths, pursue goals, take opportunities and progress their career path. Also to grow an ability to champion themselves and others going forward.
- 3** Further develop sport-specific skills, knowledge and experience – supporting identification of sport-specific needs and developing plans to address these to enhance the potential for success.



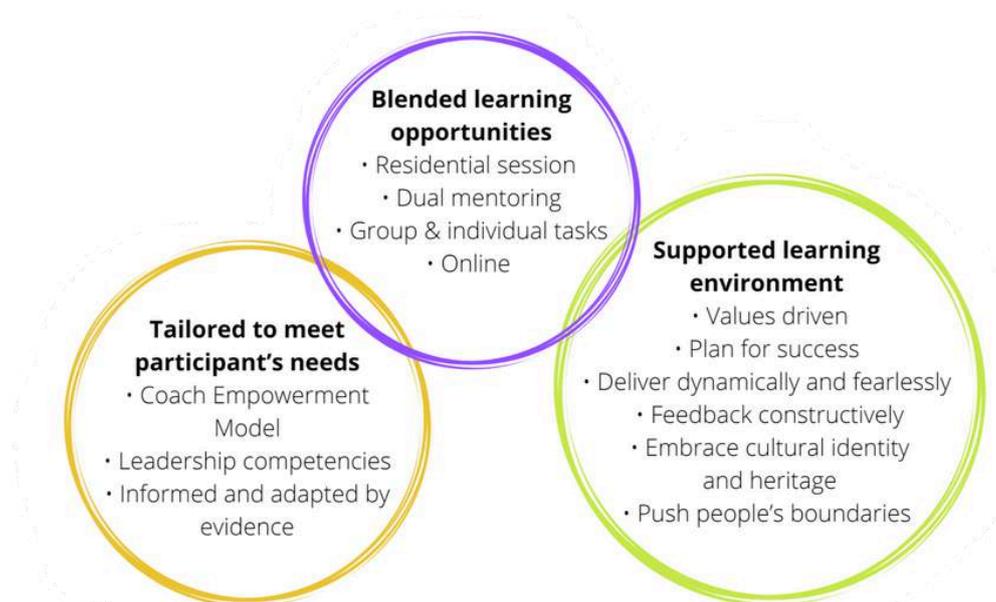
*“What we do is work with the women to identify what tools and resources and support they need to succeed at the high-performance level – as a coach, but also as a leader.”*

*“The WISH programme is very much about not fixing the woman, but fixing the system. So we help them understand how to dismantle these obstacles to create a more inclusive and equitable system.”*

**Professor Elizabeth Pike**  
**WISH Project Director**

The following pages of this report provide detail of how these values and programme objectives have been brought to life, as well as the impact experienced by those coaches experiencing the WISH Programme. All programme components detailed below have been designed and developed by the Females Achieving Brilliance team of Lucy Faulkner, Pauline Harrison, Linda Low, Carol Isherwood OBE and Barbara Daniels.

# Programme components



## 01. Supported learning environment

At every stage of the programme, the learning environment is values driven, creative and dynamic as facilitators challenge and enable coaches to plan for success, become culturally aware, seek constructive feedback, face their fears and push the boundaries of what is comfortable.



## 02. Blended learning opportunities

Using a combination of residential sessions, dual mentoring, group & individual tasks and online workshops, the programme aims to build relationships, provide challenge and grow support in order to facilitate learning and behaviour change.



## 02. Tailored to meet participants needs

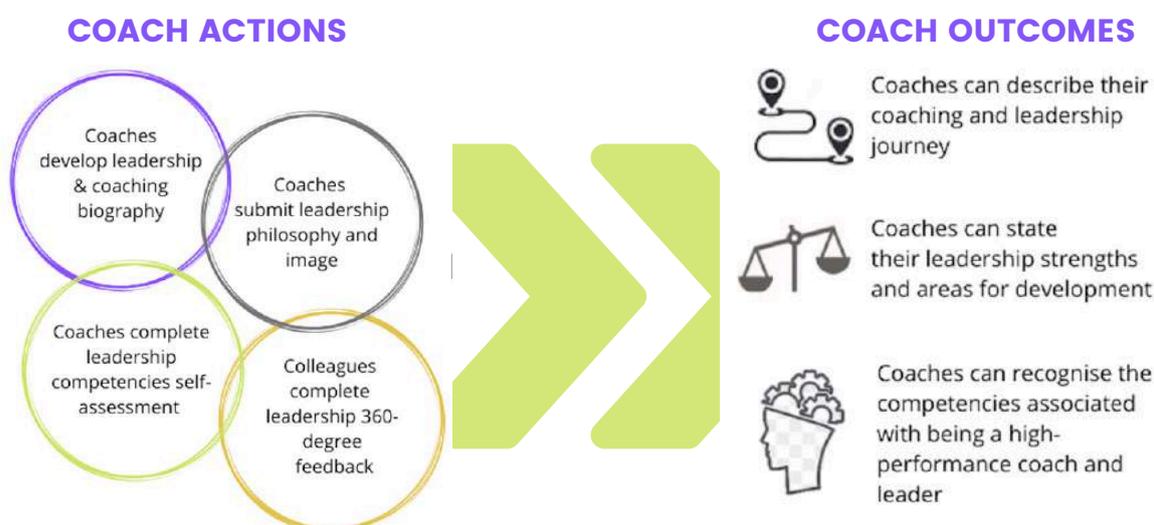
Built on an academically and practitioner informed 'Coach Empowerment Model', the programme uses nine leadership competencies to support and track behaviour change and growth during the WISH journey.

# Coach Empowerment Model

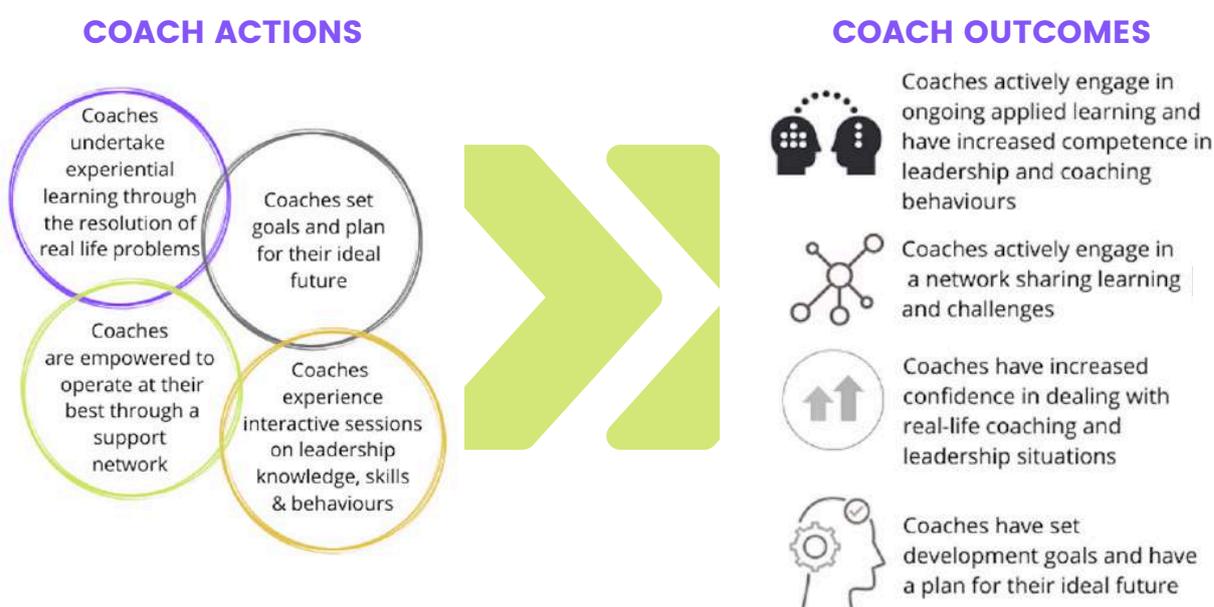
As referenced on the previous page, a Coach Empowerment Model has been created to guide the delivery of each WISH Programme and support the journey of every WISH participant before, during and after their WISH experience. The model is outcome focussed and includes reference to specific activities undertaken by coaches during their time on the WISH programme. These actions are known to enable coaches to achieve the identified outcomes, that ultimately lead them towards the overall behavioural shifts and leadership impact detailed on p.8 below.

The model includes the following four phases across the 21-month programme.

## 1 Before the residential week



## 2 During the residential week



### 3 During the online programme

#### COACH ACTIONS



#### COACH OUTCOMES

- Coaches maintain a focus on developing coaching and leadership competencies
- Coaches apply and analyse learning in real-life coaching and leadership situations
- Coaches use their support network to maintain personal wellbeing

### 4 During/after the online programme

#### COACH ACTIONS



#### COACH OUTCOMES

- Coaches continue to be actively involved in a network for ongoing learning
- Coaches know who they are, what they stand for, how they communicate and the impact they have on others
- Coaches demonstrate excellence in developing themselves, empowering others, and driving performance

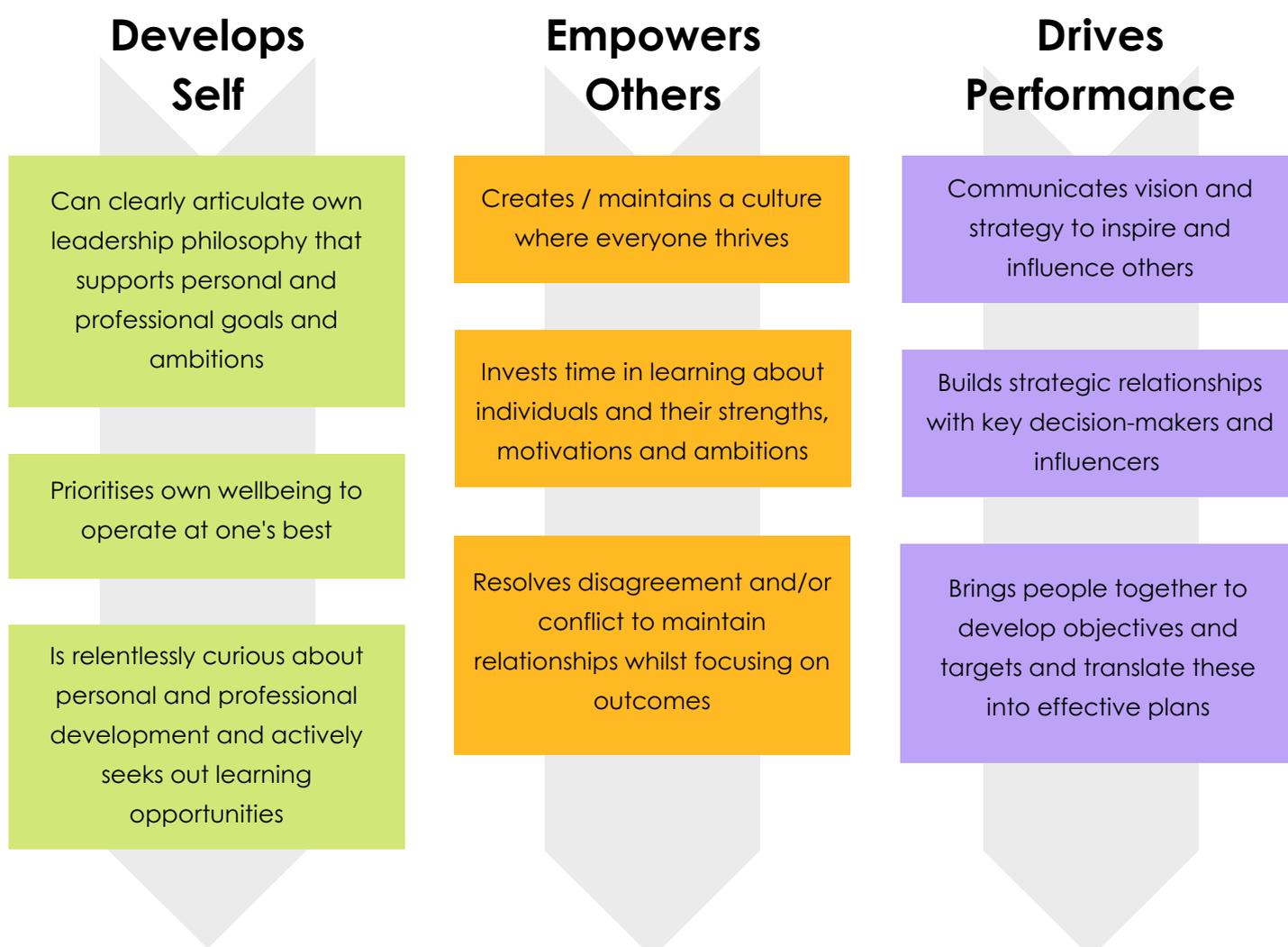
The WISH Coach Empowerment Model has been informed by a variety of empirical research from the fields of leadership, sport, coaching and gender equity (an introduction to the field of authentic leadership is included on pages 15-17 of this report). Equally, it has been influenced by the extensive personal knowledge and experience in sport coaching and leadership of the model developers. Combining these insights has resulted in this powerful model for change described in this report. Further details of sample residential and online programmes are included in the Appendices of this document (pages 25-30).

# Leadership Competencies

WISH has developed a Coach Empowerment Model (CEM) and leadership competency framework that guides the content included within the programme. Informed by academic research, practitioner experience and organisational insight from programme partners, this competency framework establishes a benchmark for leadership behaviour/growth within (and beyond) the WISH programme.

The nine competencies within the CEM provide an ongoing reference for coaches participating on the programme, against which they can assess current effectiveness, plan ongoing development and assess leadership progress. Each competency is brought to life by a series of behavioural indicators that allow coaches to clearly visualise and recognise how they can develop their leadership skills in a positive, impactful manner.

The nine competencies sit under three core headings, which have been directly influenced by the latest leadership literature, particularly the notion of authentic leadership. Further academic insight behind these competencies is included later in this report.



# Celebrating Success (Impact)

Extensive monitoring and evaluation is carried out throughout every WISH experience (and beyond) in order to assess the efficacy of the content, delivery, facilitation and structure of the WISH programme. Data collated during the five WISH cohorts (including the pilot programme) has repeatedly demonstrated the significant learning, development and growth that has taken place for women participating in WISH.

A key finding from evaluation work to date is that the WISH programme consistently enhances three core factors that enable the women participants to expand their horizons as leaders and broaden their personal goals as coaches in high performance sport.

## Competence

Coaches continually benchmark themselves against the nine WISH leadership competencies and undertake a 360 review to better understand their impact on others and how they are perceived. Competence across all areas of the CEM increase as coaches deepen self-awareness, gain new knowledge and make new connections across core areas of leadership theory and practice.



## Confidence

As coach competence increases, so do feelings of confidence. Coaches feel more confident to be their own, authentic selves and are more able to articulate their own beliefs, values and philosophy. This increased confidence leads to coaches setting more ambitious goals, accepting new challenges, putting themselves forward for more senior positions, and building their networks of support.



## Courage

With an increase in confidence comes a growth in self-belief and courage, driving coaches to take bold decisions, be brave in their coaching approaches and consistently step forward and create opportunities. A deeper understanding of personal values gives coaches a greater sense of purpose and leads them to align their everyday behaviours with their own, unique philosophy.



# Celebrating Success (Impact)

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**Yeshi Dema**  
Archery, Bhutan

*"I would like to extend my heartfelt gratitude to each one of you for your unwavering support, guidance and encouragement along the WISH pathway. Your dedication has been instrumental in shaping our journey and empowering us to reach new heights in the sport.*

*I am truly privileged to have been a part of this programme and to have had the opportunity to learn from such dedicated and inspiring individuals. I look forward to continuing this journey with your ongoing support and guidance.*

*Thank you once again for believing in us and for helping us realise our potential in the world of Sport."*

Arguably the most powerful indicators of impact for the WISH programme are the achievements and testimonies of the women coaches who have experienced the WISH programme. At the end of their 21 months with WISH, every coach is required to prepare and submit an 'Individual Reflective Report' (IRR) that documents their core learning and progress. They are also asked to outline how they will continue to support other women in sport using their new/developed leadership skills. These reports provide powerful evidence of the incredible leaps being made by the women coaches; many of whom reflect on the WISH programme as being 'life-changing' and 'transformational' in terms of raising their self-awareness, building their self-belief and enabling them to create powerful connections with other women around the world.

The stories of the coaches as told through their IRRs also provide a sense of the value of the challenging nature of the WISH programme. There is frequent reference to how WISH has enabled them to 'push themselves out of their comfort zone' in order to visualise and achieve their high-performance goals. Equally, the IRRs reveal insights into how the WISH programme has impacted on the lives of participating coaches way beyond their roles in high-performance sport; it has impacted on a very personal level, enabling the women participants to unlock their potential across every aspect of their lives. This, arguably, is the 'life-changing' aspect of the programme - WISH is more than a role in high-performance sport; it is about growing human potential.

# Celebrating Success (Impact)

*"I have become much braver since WISH and this year I focussed on putting into practice what I learned on the programme about connections and stakeholders. I have said 'yes' to opportunities and worked hard to make things happen. Conversations with new connections have changed my life!*

*I am now coaching in Manchester as a Satellite Coach for British Rowing. This is a dream come true."*



**Leticia Muziol de Oliveira Soares**  
Rowing, Brazil



**Catherine Mabwi**  
Volleyball, Kenya

*"The WISH programme developed my confidence and leadership competencies. I developed a growth mindset on how to approach difficult situations.*

*For instance, I stood in the Kenya Volleyball Federation national election, aiming for a secretary General position. Surprisingly, I was the only woman amongst three men. It was the first time a woman was vying for this seat since 1962.*

*Unfortunately, I was the runner up by a margin of 4 votes but I took it positively and was proud of myself for having the courage to put myself forward thanks to the WISH programme, coaches and my mentor."*



**Maria Elena Panetti**  
Modern Pentathlon, Italy

*The WISH programme has helped me develop an accurate view of myself and my abilities. It has also allowed me to appreciate my achievements and to develop different relationships with others as I am better able to listen to their needs and seek the correct solutions for the group.*

*Thanks to the WISH programme I now know that I am a lucky woman because I do what I like in life! I have a strong and positive character and I know that I am able to write history!!!*

# Celebrating Success (Impact)

*"The WISH programme undoubtedly had an important impact on me. It allowed me to broaden my mental horizons and increase my courage.*

*The residential week allowed me to feel part of an international context of international coaches of various disciplines. At the end of the week I felt stronger and able to overcome my feelings of being an imposter."*



**Lara Payrot**  
Cross-Country Ski, Italy



**Happiness Enugu Burutu**  
Wrestling, Nigeria

*"WISH has impacted on me significantly. My self confidence has been boosted and enhanced. Previously, I had self-doubt and never thought I would go this far. Thanks to WISH, I now have self-belief and I see myself as having the competency to function at the highest level.*

*The programme has challenged me to think deeper and become more creative, I can now come up with new ideas in order to achieve better results and goals.*

*WISH is a wonderful programme that has a huge impact on female coaches worldwide. It is my desire that the programme be sustained for posterity."*



**Elyse Fraser**  
Cycling, New Zealand

*"My first day in London, I learned to be brave  
To follow the stars, I thought I'd been saved  
The connections I made with strong and fierce women  
Most of them had been right in my position  
We leant on each other, we laughed and we cried  
We set ourselves goals and we strived to aim high  
The hardest task for me was selling myself  
The previous years had me filled with self-doubt  
But now I had a team and they all understood  
I felt connected and one with the WISH womanhood  
Uplifted and strong and ready to go home  
And continue to learn and be brave in my zone."*

# Celebrating Success (Impact)

*"The WISH programme has helped me to better understand my strengths, like confidence, and to identify areas I need to develop, like team work. It has also helped me to build a professional network and make useful connections to support me in my goals."*

*Going forward I want to help other women coaches to 'dream big' and to know they can achieve great things."*



**Sara Seprenyi**

Sprint & Slalom Kayak, Slovenia



**Rosario Gajardo**

Modern Pentathlon, Canada

*"My WISH journey has focussed me on being brave. I have done things that I always thought I was not ready to do, that I needed more experience, that I was too young. My confidence has strengthened and I know I am not alone. I have created connections with people who I know will support me throughout my journey."*

*The confidence I have gained since starting this programme has led me to believe that I will achieve my goal of taking athletes to the Olympics. It has also led me to take opportunities that before I would not have thought were for me. To see myself as a strong, brave woman who can coach athletes to achieve their goals."*



**Sandra Ivonne Sanchez**

Judo, Mexico

*"Because of the WISH programme, I carry the power of knowing I am capable of overcoming and learning from any challenge that arises. I carry teamwork and the ability to create bonds and links that help me realise my dreams."*

*Today I feel more empowered to direct or be part of any project for the development of sport. I have more tools and I feel supported by the people around me."*

# Olympic Success



With an over-arching goal of the WISH programme to achieve balanced gender representation of coaches selected to coach at the Olympic Games, it is important to celebrate the success of the twelve WISH coaches who will be present at the Paris Olympics in 2024 in a variety of roles.



**Marwa Amri**  
Head coach  
Wrestling, Tunisia



**Tine Deckers**  
National coach  
Triathlon, Belgium



**Sofie Gierts**  
Commentator  
Hockey, Belgium



**Naomi Folkard**  
Coach  
Archery, Great Britain



**Elyse Fraser**  
Assistant/personal coach  
Cycling, New Zealand



**Jessica Medina**  
Coach  
Wrestling, USA



**Suvi Mikkonen**  
Head coach  
Taekwondo, Finland



**Noelle Morrissey**  
Coach  
Athletics, Ireland



**Ewa Anna Niedzielska**  
Personal coach  
Skateboarding, Italy



**Maria Elena Panetti**  
Assistant coach  
Modern Pentathlon, Italy



**Lea Schairer**  
Co-commentator  
Skateboarding, Germany



**Endurance Teye**  
Coach  
Athletics, Nigeria

# Celebrating Success (Impact)

At the end of their time on the programme, WISH graduates are invited to share an image that represents them as a leader now. Here are a selection of their images.



# Why WISH Works



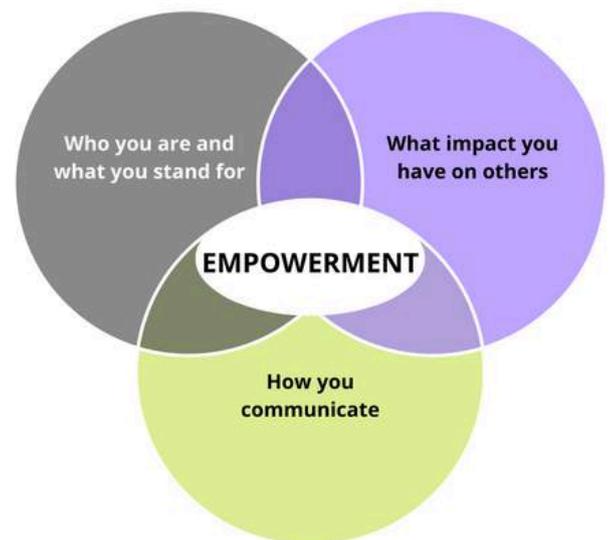
The evidence provided by the stories and testimonies of the women coaches participating in the WISH programme builds a strong case for the positive, and often life-changing impact of the WISH approach and experience. In order for that case to inform future investment and development decisions, it is helpful to explore evidence from the academic world that provide deeper insights into the reasons why WISH works and why it is experienced so powerfully by those who participate.

## Authentic Leadership

The construct of authentic leadership emerged in the 1960s and has attracted more attention in recent years with a demand 'for more positive, genuine and value-based forms of leadership' (Chaudhary and Panda, 2018, p.2071).<sup>1</sup> With a focus on understanding self, authentic leaders develop a robust awareness of who they really are and what they value. This clear sense of self provides such leaders with a firm anchor for their decisions and actions, thus enabling them to be more of their 'authentic self' in all aspects of their lives, (Gardner *et al*, 2005, p.347).<sup>2</sup>

WISH is built on a Coach Empowerment Model (p.5) that places 'knowing self' at the heart of the programme. Throughout their time with WISH, coaches are challenged to develop a deeper understanding of who they are, what they stand for and what drives them. They are also supported to think about how they translate their beliefs into behaviours and how those behaviours then impact on the people around them. The integration of the three elements in the Coach Empowerment Model (right) root this programme firmly in the Authentic Leadership paradigm; a crucial and core point of differentiation for the WISH programme.

### WISH Leadership Philosophy



<sup>1</sup> Chaudhary, R. and Panda, C. (2018) Authentic leadership and creativity: The intervening role of psychological meaningfulness, safety and work engagement. *International Journal of Productivity and Performance Management*, 67(9): 2071-2088

<sup>2</sup> Gardner, W.L., Avolio, B.J., Luthans, F., May, D.R. and Walumbwa, F. (2005) "Can you see the real me?" A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16: 343-372

*Authentic leadership is 'a pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalised moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development'.*

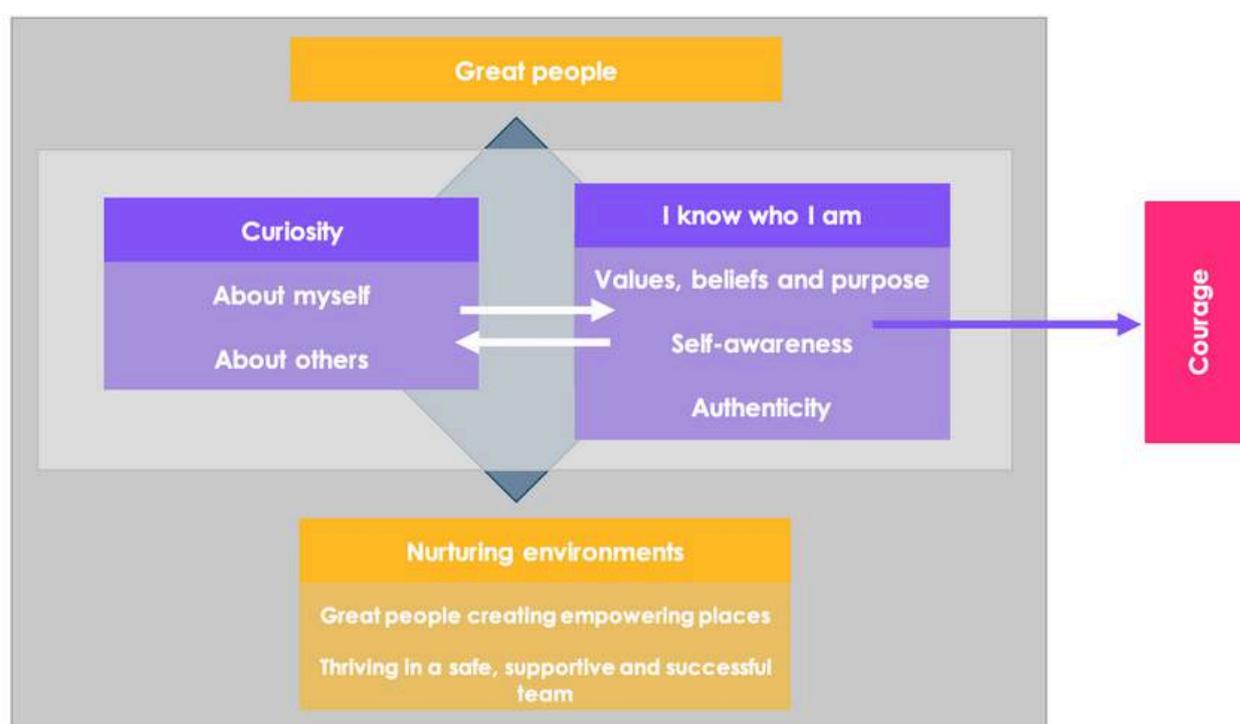
Walumbwa *et al* (2008, p.94)<sup>3</sup>

<sup>3</sup> Walumbwa, F.O., Avolio, B.J., Gardner, W.L., Wernsing, T.S. and Peterson, S.J. (2008) Authentic leadership: Development and validation of a theory-based measure? *Journal of Management*, 34: 89-126

## Building the case for WISH

Adopting the lens of authentic leadership, Walters (2020)<sup>4</sup> examined the life stories of effective leaders within coaching and coach development in the UK in order to gain insights into their development and growth experiences. These insights can then be used to inform future leadership development in coaching. The model below (a core output from this study) provides a helpful basis from which to explain the core ingredients to the WISH programme. It can also be applied to demonstrate how the unique combination of WISH programme components work together to produce the 'life-changing' experiences reported by WISH coaches.

### A model for authentic leadership development in coaching



### Understanding the model components

#### Curiosity and 'I know who I am'

Effective coaching leaders develop a strong sense of **personal identity** over time and know who they are in terms of their **values, beliefs and personal purpose**. They develop this through their inherent sense of **inner curiosity** and the desire to better understand what drives and motivates them to **continually grow and learn**. Their acutely developed self-awareness enables them to consistently reflect on their **own behaviour** and appreciate how their **actions impact upon others**. They are genuinely interested in learning about and caring for the people around them, and have a strong desire to support others to be the **best version of themselves**.

<sup>4</sup> Walters, J.L. (2020). 'I am what I am': Narratives of effective change leadership in UK sport coaching systems. Unpublished PhD Thesis. University of Birmingham.

## Great people and nurturing environments

Leaders are surrounded by **great people** throughout their lives; people who guide, nurture, support and trust them to develop and uncover their own solutions to complex problems. They benefit from **nurturing environments** created by the 'autonomy-supporting' behaviours of such great people as they confidently explore their surroundings, **safe** in the knowledge that they are **trusted to simply 'give things a go'**. Equally, these leaders have experienced the comfort of **belonging** in environments where they have been able to 'be themselves' and develop strong, **meaningful connections** with others. They are then able to recreate these nurturing environments for others because they have experienced and learned from them on many occasions.

## Courage

As a culmination of the elements within these four themes, effective coaching leaders demonstrate great **courage** in their **behaviour and decisions**. They exhibit **integrity**, even under the greatest pressure, and their **actions consistently match their words**. They are able to lead authentically and courageously because they have **confidence** in who they are, understand how their actions impact upon others and **care** about the environment they create and the leadership they demonstrate. Courage is an outcome of the other themes being fully developed and explored.

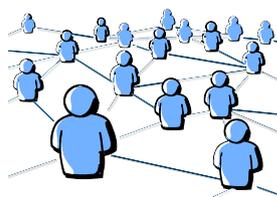
## What does this look like in WISH?



A curriculum that promotes creativity & curiosity



Focus on self-reflection & self-knowledge



A culture valuing relationships & connection at its heart



A safe, supportive environment - the WISH family

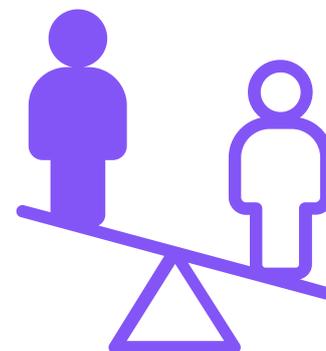


## WISH - women only

The impact of gender inequality in sport and society has been experienced by women around the world for centuries. Whilst some progress has undoubtedly been made in the quest for a more gender balanced sporting world (for example the anticipated 50/50 gender split for athletes at the Paris 2024 Olympics), much work remains in the fight for equal rights for women in many places and countries globally.

The simple fact is that programmes such as WISH would not be necessary in a fairer, more equal and just society. Or would they?

The team behind WISH recognise and value the support of male allies and supporters in championing the work to date, yet all involved in WISH continue to advocate strongly for the programme to remain a 'women only' space.



The statistics on gender ratios in high performance coaching clearly demonstrate that the sporting systems within which these women operate are dominated by men. For many women, the WISH programme is the first time in their lives that they have experienced an environment created specifically for women, by women. The first time, arguably, that they have actively been encouraged to 'be themselves' and the first time that many have not had to hide something fundamental about themselves, such as their sexuality or aspirations for motherhood. It is also very often the first time that these women coaches have felt like they have a voice and that when they speak, they are heard.

The powerful realisation that dawns on many WISH participants is that 'I am not alone', 'it is not just me' and 'others share my experience'. It is the nurturing environment of the WISH programme that enables women coaches to flourish and this needs to be protected if progress is to continue. The quotes below were shared by WISH participants after their time on the residential week and provide a sense of the value of the 'women only' experience.

**“ I felt very safe, loved and what I said or shared mattered and was not judged. ”**

**“**

*The WISH team wonderfully balanced creating challenging and uncomfortable situations with a safe space to be vulnerable. Being with other women made it easy to be open and honest with everyone and have a chance to really push ourselves in ways we wouldn't ordinarily.*

*The lovely facilitators created an environment where we all felt comfortable to speak and share our experiences.*

**”**



The success of the initial phase of WISH programmes has been phenomenal; with coaches, facilitators and mentors all contributing to the overwhelmingly positive impact to date. So, what is it about WISH that has led to the 'life-changing' experiences for coaches?

Creating an effective WISH programme requires the careful crafting of a set of simple ingredients. These ingredients are essential components for a positive WISH experience, with the ultimate outcome depending on how well the mix is blended by the Programme Director, facilitators and mentors. There is scope within WISH for the blend (or mix) to be adapted to suit different cultures and environments; but at the heart of every WISH programme needs to be the following essential ingredients.



## 01. Carefully curated curriculum

Content and structure of the residential and online programme focussed on developing competence, self-discovery, curiosity and connection.



## 02. Values driven facilitation

Programme delivered by highly skilled facilitators who create a participant-centred environment and culture of connection and empowerment.



## 03. Women only space

A deliberately 'women only' learning environment that enables women to be truly authentic and courageous in their own right, and to develop powerful connections with other women.



## 04. Culturally intelligent

Responsive to the cultural and gender-based differences and needs of women in order to actively enable participation, support growth and encourage openness and vulnerability.

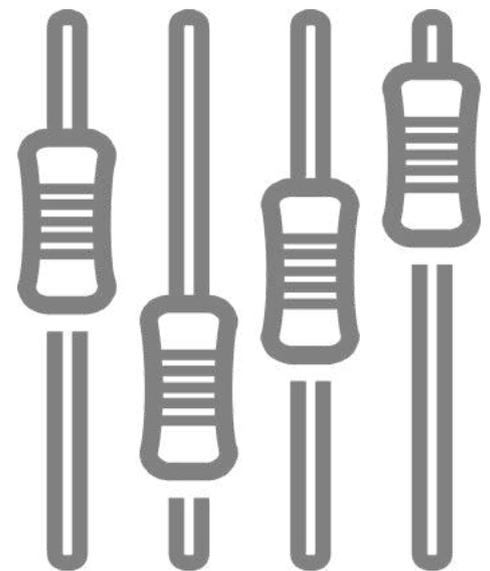
# The Essential Mix



## Creating the blend

Whilst the four core ingredients on the previous page are fundamental to the WISH programme, the real magic of the programme happens because of the way in which the elements are blended together. Each element of the mix is essential to the overall success of the programme and great care is taken at every step of the journey to ensure that the balance of the mix remains 'fit for purpose' in creating the brave, high performing environment within which WISH delivered.

Imagine a music concert with a large orchestra with multiple instruments and voices. On their own, each part is unique and beautiful, but it is the blending of each sound into an overall mix where the real power and impact is achieved. The music mix depends on several factors, including venue acoustics, relative volumes of individual parts, numbers of people in the audience, air pressure, temperature, weather and so on. The skill of the music technicians is to continually balance, check and refine the overall mix to ensure that the vocals are clear and the appropriate parts are heard at the relevant volumes. Music technicians also add effects and adapt bring different parts to the front of the mix at different times, depending on what the band or composer or conductor want to achieve for the audience.



This is how WISH works. The skilled facilitator team continually reviews, balances and refines the programme in terms of delivery and structure at every stage of the programme. For example, during the residential week, the facilitator team meet each evening to reflect on the sessions from that day, and then make subtle adaptations and changes as necessary. They review how the culture 'feels', how individual participants appear to be engaging, how sessions are being received and how participants are connecting with each other. They also reflect on their own performance and support each other in identifying effective practice or areas that need development. Continual micro-adjustments are made to ensure that the 'essential mix' remains balanced, rich and vibrant.

This active reflection continues into the online programme, with facilitators adjusting and refining their own 'essential mix' to ensure that the overall WISH programme objectives are met, that it continues to meet the needs of the participating women, and, most importantly, that the WISH values continue to be held at the forefront of the programme.

# Conclusion

For the people who work on the WISH programme, the women who join the WISH experience and all the champions and supporters across the world - being part of the family WISH can be life-changing. This report has sought to demonstrate the significant impact of the programme on the women who have participated to date and to highlight the unique success factors (the essential mix) that defines what the WISH programme is about, what it seeks to achieve and how the 'magic' of the programme is created and sustained.

There are four key areas to highlight as critical success factors for the WISH programme by way of conclusion to this report.

## 1 WISH values

The WISH programme is built on eight fundamental and non-negotiable values that underpin all areas of development, delivery and management.



## 2 The 3 Cs Impact

Building on 3 core components and 9 leadership competencies, the WISH programme results in positive impact (success) in three key ways. It increases competence and confidence, which in turn enable coaches to be more courageous in their leadership, coaching, decision making and life choices.



# Conclusion

## 3 Authentic Leadership

Using a Coach Empowerment Model, the WISH programme brings the concept of 'Authentic Leadership' to life in a powerful, relevant and highly practical way by always including, embracing and delivering:



A curriculum that promotes creativity & curiosity



Focus on self-reflection & self-knowledge



A culture valuing relationships & connection at its heart



A safe, supportive environment - the WISH family

## 4 The Essential Mix

The magic of the WISH programme is created by the Programme Director and skilled team of facilitators carefully blending a mix of four core ingredients. The mix can be adapted to meet the needs of particular participants or the environment; but the four essential ingredients are always present.



**01. Carefully curated curriculum**



**02. Values driven facilitation**



**03. Women only space**



**04. Culturally intelligent**

# Acknowledgements

The WISH Programme is only possible because of the commitment to gender equity in sport from a number of key organisations and individuals. The impact and success documented in this report is the result of highly effective collaborations between dedicated, knowledgeable and passionate people who are all striving for a more gender equal playing field for women and girls in sport.

WISH is a programme funded and supported by Olympic Solidarity; developed and delivered by the Females Achieving Brilliance Network (FAB); and hosted and managed by the University of Hertfordshire. The insight and expertise provided by the brilliant people within each organisation, and their willingness to collaborate and share knowledge in pursuit of a more gender balanced environment for high performance coaching, is what makes the WISH programme possible.



The team at WISH is also grateful for the support of the 22 International Federations who have actively supported the programme by nominating and recruiting the 123 incredible women coaches who are now part of the WISH family.



# Acknowledgements

It is also important to acknowledge the 60 National Olympic Committees who have invested in the WISH programme by advocating for the WISH programme within their respective countries. Again, this support is fundamental to the continued work towards a more equal playing field for women in high performance coaching and beyond.

Argentina	Australia	Austria	Barbados	Belgium	Bhutan
Brazil	Canada	Costa Rica	Egypt	Spain	Ethiopia
Fiji	Finland	France	Great Britain	Germany	Greece
Hong Kong	Hungary	India	Iran	Ireland	Italy
Japan	Kenya	South Korea	Kuwait	Latvia	Lithuania
Malaysia	Mexico	Netherlands	Nigeria	Norway	New Zealand
Papa New Guinea	Poland	Portugal	Romania	South Africa	Samoa
Serbia	Singapore	Slovenia	Sri Lanka	Switzerland	Suriname
Slovakia	Sweden	Taiwan	Trinidad & Tobago	Tunisia	Turkey
Uganda	Ukraine	USA	Vanuatu	Zambia	Zimbabwe

**Thank you all for your continued support in our efforts to contribute to WISH and gender equity in sport.**

**And finally...**

This report has been informed and underpinned by the rigorous monitoring and evaluation work that is critical to the WISH programme as it enables continuous learning from feedback and insight gained throughout. Particular thanks go to **Bronwyn Edwards** and **Carol Isherwood OBE** for their work in this area - which has been invaluable in the continued pursuit of excellence for the WISH programme.

# Appendices

The following documents provide an overview of the WISH programme that has been delivered to date by the WISH team operating from the University of Hertfordshire. They are intended to provide a guide to how the programme has been structured, both during the week-long residential and online element of the programme.

Detailed session plans for every individual session have been prepared (and refined/updated) during the initial phase of implementation; these plans will be made available to any future programmes, with the caveat that the values, ethos and elements outlined in this document (i.e. the 'essential mix') are upheld and maintained as central to any WISH programme. Further insight and support can also be provided to future WISH programmes through the University of Hertfordshire and the WISH team, should it be desired/required.

## Appendix 1 Residential programme overview

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- Weekly schedule
- With session titles
- Plus session aims

## Appendix 2 Online programme overview

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- Overall schedule
- With session titles
- Plus session aims

## Appendix 3 Coach competencies

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- Detail of the nine competencies and behavioural indicators

# Appendix 1

## Residential programme overview

SAMPLE COHORT	MORNING			AFTERNOON		EVENING
	0900 (Mon 0845)-1030	1100-1230	1400-1530	1600-1730		
<b>Timings</b>	1230-1400 Lunch					
<b>Every day:</b>	1030-1100 Coffee/tea break					
<b>Monday</b> <b>Theme - Being</b>	<b>Being present</b> Welcome, introduction to WISH, celebrating success, identifying the challenges.	<b>Empowering others</b> Using the GROW model to support the development of others.	<b>Being better</b> Recognising your strengths as a leader using the 9 WISH competencies.	<b>Wishing on a Star</b> Active team challenge to build connections & identify leadership skills.	<b>Team activity</b> Preparing team challenges output for Tuesday.	
<b>Tuesday</b> <b>Theme - Realisation</b> 0830 Walk & talk	<b>Creating the environment</b> Reflecting on the Team challenge – what did you learn as leaders?	<b>So what, now what?</b> Supporting each other to learn; recognising your impact on others.	<b>Cultivating connections</b> Understanding the importance of your network; developing your backroom team.	<b>This is me</b> Individual 5-minute presentations in small groups – sharing your story.	<b>Guest speaker</b> Motivating speaker with an inspiring leadership story.	
<b>Wednesday</b> <b>Theme - AAAAAAH!</b> 0830 Walk & talk	<b>Developing super strengths</b> Understanding the impact of limiting beliefs; recognising what makes you world class;	<b>Having uncomfortable conversations</b> Developing skills to have challenging conversations; practicing a real example to grow confidence.	<b>FAB Friendtors</b> Introducing the group task. Providing the case studies, allowing time for questions and research. Groups to work together to begin to prepare the task to be presented on Friday.		<b>Free evening</b>	
<b>Thursday</b> <b>Theme - Visualisation</b> 0830 Walk & talk	<b>Visualising the future</b> Experience a visualising process; reflect on your core values; step through a career plan.	<b>Who's looking after you?</b> Understand how to implement strategies to look after your own health and wellbeing.	<b>Flexible time</b> Small, facilitator led group discussions on topics relevant to the group – linked to bricks challenges.	<b>Embrace your brave</b> Step outside your comfort zone, listen to each other, and understand the power of collective voice.	<b>Team activity</b> Fun, culturally relevant activity based session in teams to challenge and connect.	
<b>Friday</b> <b>Theme - Emerging</b> 0830 Walk & talk	<b>FAB Friendtors presentations</b> Group task presentations with peer-led reflection and feedback.	<b>Creating your future</b> Build a vision board to represent your values, goals and aims.	<b>Being a phenomenal woman!</b> Programme close. Reflecting on the week, celebrating success, looking to the future. Appreciating what it means to be a phenomenal woman. Closing remarks from OS and other dignitaries.		<b>Celebration dinner and guest speaker</b> Participants and invited guests.	
<b>Saturday</b>	<b>Breakfast and depart WISH</b>					

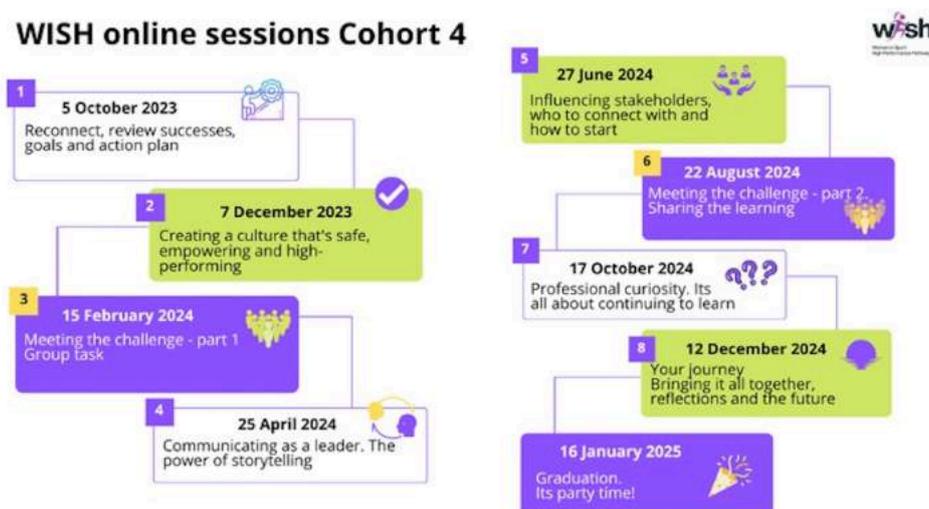
# Appendix 2

## Online programme overview

Session	Title	Descriptor
1	The next steps	Reconnecting, reviewing successes, identifying goals, developing an action plan.
2	Creating culture	Recognising the leadership behaviours required to create a culture that is safe, empowering and high performing
3	Meeting the challenge – part I	Group task – connecting with a team, defining the challenge, planning.
4	Communicating as a leader	Understanding the power of storytelling in sharing your story and engaging with others.
5	Stakeholder management	Reflecting on stakeholders, who they are, why they matter and how to connect.
6	Meeting the challenge – part II	Presenting the group task to peers and stakeholders
7	Professional curiosity	Exploring why curiosity matters as a leader and how to cultivate it in teams and work.
8	Looking to the future	Thinking about major milestones, refining annual goals and action plans.
9	Graduation party	Celebrating success and officially marking the end of the WISH journey.

### Example timing

#### WISH online sessions Cohort 4



# Appendix 3

## WISH Leadership Competencies

### Develops Self

**#1**

**WISH LEADERSHIP COMPETENCIES**

**DEVELOPS SELF**

Clearly articulates and lives own leadership philosophy that supports personal and professional goals and ambitions




**#1**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Leadership style and approach is based on values and experience</li> <li>• Proactively explains their leadership approach</li> <li>• Demonstrates commitment to doing the right things for the right reasons even when this is unpopular</li> <li>• Evolves own philosophy through reflective practice</li> <li>• Is open and honest about times when they have not demonstrated their values</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour and messages conflict with stated leadership approach, especially when under pressure</li> <li>• Acts in a way that makes others feel uncomfortable to support them or be associated with them</li> <li>• Changes leadership approach if challenged or to meet others' expectations</li> <li>• Is reluctant to ask for feedback or dismisses feedback about their leadership style</li> <li>• Demonstrates professional standards that are incompatible with ambition</li> </ul>

**#2**

**WISH LEADERSHIP COMPETENCIES**

**DEVELOPS SELF**

Prioritises own wellbeing to operate at one's best




**#2**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Implements own wellbeing strategies even in the most stressful periods</li> <li>• Creates and protects appropriate boundaries and explains those to others</li> <li>• Says "no" effectively</li> <li>• Has a range of people from whom to seek support and feedback on when and how they operate at their best</li> <li>• Leads by example in taking time for self</li> </ul>	<ul style="list-style-type: none"> <li>• Takes on too many responsibilities</li> <li>• Is constantly available to others</li> <li>• Pushes own needs to the bottom of the priority list</li> <li>• Projects an image of always being able to cope</li> <li>• Spends most of their time meeting other people's needs</li> </ul>

**#3**

**WISH LEADERSHIP COMPETENCIES**

**DEVELOPS SELF**

Is relentlessly curious about personal and professional development and actively seeks out learning opportunities




**#3**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Uses reflection as a tool to learn from successes and mistakes</li> <li>• Spends time researching around topics to learn and develop</li> <li>• Deliberately seeks opportunities that are outside own comfort zone</li> <li>• Adopts a growth mindset and is open to trying new things</li> <li>• Asks others about the way they do things and why, and learns from observing them</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats familiar approaches instead of trying new things</li> <li>• Chooses roles that are familiar and comfortable</li> <li>• Reflects intermittently and without purpose</li> <li>• Resists anything that takes them out of their comfort zone</li> <li>• Ignores opportunities for learning and development that might be challenging</li> </ul>

# Appendix 3

## WISH Leadership Competencies

### Empowers Others

**#4**

**WISH LEADERSHIP COMPETENCIES**

**EMPOWERS OTHERS**

Creates and maintains a culture where everyone thrives




**#4**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Shares a vision of the culture they want to create and is prepared to adapt because of team input</li> <li>• Runs meetings and activities that actively involve whole team in developing and owning the culture</li> <li>• Encourages others to solve problems, produce innovative ideas and develop their skills</li> <li>• Normalises feedback by modelling how to give and receive feedback in different situations</li> <li>• Encourages others to prioritise their physical and mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with the team is always autocratic (my way or the highway)</li> <li>• Is reluctant to ask for feedback or dismisses feedback about the vision</li> <li>• Provides untimely and/or inappropriate communication or feedback that damages morale</li> <li>• Dominates discussion and meetings and squashes contributions from others</li> <li>• Has a workaholic approach and expects the same of others, and dismisses well-being concerns</li> </ul>

**#5**

**WISH LEADERSHIP COMPETENCIES**

**EMPOWERS OTHERS**

Invests time in learning about individuals and their strengths, motivations, and ambitions




**#5**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Gets to know colleagues and athletes</li> <li>• Spends 1-1 time with support staff to understand them and make sure roles are clear</li> <li>• Asks questions of people to gain insights and understand more from their perspective</li> <li>• Listens with equal time and attention to all people</li> <li>• Talks openly about their own emotions and encourages others to do the same</li> </ul>	<ul style="list-style-type: none"> <li>• Limits the range of people to communicate and consult with</li> <li>• Ignores or fails to read the feelings of team members</li> <li>• Shows signs of favouritism to certain team members</li> <li>• Relies on own force of personality to inspire people</li> <li>• Fails to involve others because they have made assumptions about their knowledge and skills</li> </ul>

**#6**

**WISH LEADERSHIP COMPETENCIES**

**EMPOWERS OTHERS**

Resolves disagreement and/or conflict to maintain relationships whilst focusing on outcomes




**#6**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Anticipates, manages, and resolves conflict in a constructive manner</li> <li>• Builds partnerships and works collaboratively with others to achieve shared objectives</li> <li>• Focuses on problem-solving</li> <li>• Addresses misunderstandings and resolves disagreements</li> <li>• Anticipates situations and what processes and communication might be required</li> </ul>	<ul style="list-style-type: none"> <li>• Only communicates in detail with one or two people</li> <li>• Ignores feedback about themselves or others</li> <li>• Fails to take prompt action when issues arise within the team</li> <li>• Makes excuses for lack of development or breakdown of key relationships</li> <li>• Imposes resolutions on others that damage relationships</li> </ul>



# Appendix 3

## WISH Leadership Competencies

### Develops Performance

**#7**

**WISH LEADERSHIP COMPETENCIES**

**DRIVES PERFORMANCE**

Communicates vision and strategy to inspire and influence others




**#7**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Shares compelling vision clearly and briefly</li> <li>• Selects the most appropriate forms of media and storytelling to share vision internally and externally</li> <li>• Takes time to engage others, receive feedback on how they deliver messages and build energy around the vision</li> <li>• Identifies key people within their organisation who will motivate others to buy into vision and deliver the strategy</li> <li>• Distils ideas, thoughts, and feelings so they can say less, with greater clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps vision to themselves or to a small group</li> <li>• Changes vision frequently causing confusion</li> <li>• Gets bogged down in detail too easily and avoids adopting a strategic approach to achieving the vision</li> <li>• Communication style is dull, long-winded, and confusing</li> <li>• Communicates using information that divides people rather than bringing them together</li> <li>• Adopts a tell approach and avoids listening to people's feedback</li> </ul>

**#8**

**WISH LEADERSHIP COMPETENCIES**

**DRIVES PERFORMANCE**

Builds strategic relationships with key decision-makers and influencers




**#8**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Identifies key people and organisations with whom to build relationships</li> <li>• Invests time in building strategic relationships</li> <li>• Works collaboratively with others to achieve shared objectives</li> <li>• Seeks ideas and thoughts from a range of people from diverse backgrounds</li> <li>• Asks questions of people to gain insights and understanding</li> <li>• Communicates easily and clearly with people at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Does not invest time in building relationships and fails to use networking opportunities</li> <li>• Spends most time with people they already feel comfortable with and not enough time with other key people</li> <li>• Gives up too easily when experiences negative reactions</li> </ul>

**#9**

**WISH LEADERSHIP COMPETENCIES**

**DRIVES PERFORMANCE**

Brings people together to develop objectives and targets and translate these into effective plans




**#9**

<b>Positive indicators</b>	<b>Negative indicators</b>
<ul style="list-style-type: none"> <li>• Builds an effective leadership team</li> <li>• Involves others in establishing and maintaining a culture that drives performance</li> <li>• Involves others in establishing objectives, targets, and processes to support that culture</li> <li>• Seeks examples of good practice in establishing processes</li> <li>• Reviews processes and their effectiveness regularly</li> <li>• Ensures the team has role clarity and an understanding and appreciation of others' roles</li> </ul>	<ul style="list-style-type: none"> <li>• Resists delegating important tasks to others</li> <li>• Is so focussed on immediate performance issues that they avoid strategic planning</li> <li>• Keeps people and/or departments separate and avoids collaboration</li> <li>• Avoids communicating or collaborating with strong or loud characters or those who disagree</li> </ul>

For further information on the WISH Programme:



**WISH – Women in Sport High-Performance Pathway Programme**

University of Hertfordshire

**UH** University of Hertfordshire / 4 Apr



wish@herts.ac.uk



@wish\_pathway

For further information on research supporting the WISH Programme and wider gender equity issues in sport, contact:



**Elizabeth Pike**

Elizabeth has worked at the University of Hertfordshire since August 2017, where she is...

[researchprofiles.herts.ac.uk](https://researchprofiles.herts.ac.uk)

University of Hertfordshire **UH**